DOCUMENT RESUME

ED 333 130 CE 058 080

AUTHOR Tipton, Anne
TITLE Highlands Educational Literacy Project. Final Performance Report, 1988-1989.
INSTITUTION Washington County Public Library, Abingdon, VA.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE 89
NOTE 23p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Adult Basic Education; *Adult Literacy; Adult Reading Programs; Computer Assisted Instruction; Illiteracy; Instructional Materials; Library Extension; *Literacy Education; Program Development; Program Implementation; Teaching Methods; *Tutoring; Tutors; Volunteers; *Volunteer Training
IDENTIFIERS Laubach Method; Literacy Volunteers of America Inc; Virginia (Southwest)

ABSTRACT

The 1988-89 Highlands Educational Literacy Project (HELP) in southwest Virginia was initially designed to provide local volunteer tutors with intensive training in the Laubach one-to-one method of teaching reading. HELP was a cooperative effort of community service agencies, church and civic groups, and interested individuals to provide free reading instruction. During Phase 3, 60 tutors were certified in the Laubach method; over 45 were paired with students. Literacy Volunteers of America methods and various computer software courses supplemented the Laubach basal reader. A team of apprentice trainers was trained, three of whom became certified by Laubach Literacy Action. HELP also served as host agency to train volunteers from other communities wanting to develop a literacy program. During Phase 3, an advisory board, including both students and tutors, assisted in grant application, adopted goals, and proposed guidelines of operation. Tutors reported quarterly on student progress and number of hours served. Other evaluation methods included participant evaluation of each tutor training session, placement of inventory evaluation and check-ups at the end of each student's skill book, and a volunteer survey questionnaire for suggestions and input. Findings indicated that teaching students the basics of one grade level of reading could be achieved per 3 months of instruction. (YLB)

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FINAL PERFORMANCE REPORT

1988 - 1989

For

Library Services and Construction Act, Title VI

Library Literacy Program

(CFDA No. 84.167)

HIGHLANDS EDUCATIONAL LITERACY PROJECT

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Submitted by

Anne Tipton

H.E.L.P. Coordinator

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A B S T R A C T

This is the Annual Report for Project H.E.L.P., Highlands Educational Literacy Project. The design of this project is to provide local volunteer tutors with intensive training in reading, using Laubach methods as a basal reader and supplemented with LVA and other methods of one-to-one instruction in reading. Other goals of the project are; to match each tutor with an adult student desiring to learn to read, to utilize free materials and to follow-up with a process of documented evaluation.

This report contains information about the successful mobilization of community volunteer resources that has resulted in an ongoing basic program in alleviating adult illiteracy.

During the twelve month period, Project H.E.L.P. trained over sixty (60) volunteer tutors of whom over forty-five (45) have been paired to students who received instruction. The Project has also trained a team of apprentice trainers in which three (3) have become certified by Laubach Literacy Action. At the same time the organization has endeavored to maintain its projected number of tutors, students and teacher trainers from the previous year.

Project H.E.L.P. has also served as host agency to train volunteers from other communities wanting to develop a literacy program.

During Phase 3, an advisory Board, whose members consisted of both students and tutors, assisted in grant applications, adopted goals and proposed guidelines of operation.

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SECTION I

Goals, Objectives and Background Information

Background Information

The 1988-89 LSCA Title VI, Highlands Educational Literacy Project, H.E.L.P. initially was designed to provide local volunteer tutors with intensive training in the Laubach, one-to-one instruction method of reading, to match each tutor with an adult student desiring to learn to read, to utilize free materials and to follow-up with a process of documented evaluation. As the program evolved into its third phase, a gradual merging with other reading materials was accomplished. Literacy Volunteers of America methods and various computer software courses were in operation.

This review documents information about the successful mobilization of community volunteer resources that has resulted in an ongoing basic program in alleviating adult illiteracy, a massive problem in the Ninth District of Southwest Virginia.

During the two and one-half (2½) year period, operation H.E.L.P. trained over one hundred-sixty (160) volunteer tutors of whom over eighty-five percent, (85%) have been paired to students who have received instruction. Currently the project can boast of having over eighty-five (85) Senior tutors (over 40 hours of volunteer tutoring).

As a pilot agency to assist literacy projects in the region, Project H.E.L.P. had the task of producing certified teacher-tutor trainers.

The first volunteer tutor trainer was certified by Laubach and is now a trainer supervisor with the Laubach Foundation. The Project format included future certification of volunteer apprentice trainers to establish a trainer pool of eight (8). Trainer certification requires approximately one and one-half years as an apprentice.

Volunteers were not required to pay any fees. Confidentiality was required regarding all student data. Students requesting service from the Project were required only to possess a desire to learn to read and write.

Objectives

The objectives stated in the original approved application were:

1. The Project shall provide training for seventy-five (75) new volunteer tutors to be matched one-to-one with adult students who want to learn to read. The Project shall attempt to maintain one hundred (100) active tutors.

2. The Project shall train eight (8) local tutor trainers to become certified for regional projects.

3. The Project will serve as host Agency to train new literacy volunteers in communities desiring a literacy program.

4. The Project will form an Advisory Council consisting of students and tutors.

5. The Project will establish and maintain a newsletter.

Objectives were broadly stated to meet the needs of individuals at the workplace.

Administration

The Project Coordinator developed an effective management plan to sustain an on-going literacy project supervised by the library.

Coordinating Personnel and Others Involved in Planning the Program:

The Highlands Educational Literacy Project's coordinator is the only paid full-time employee of the project. The coordinator has a variety of job related pursuits such as a Master's Degree in Early Childhood Education, teacher of kindergarten and elementary grades, designer and developer of a reading system, producer of instructional materials for computer assisted instruction, author of numerous articles for publication, conductor of several workshops and lecturer on related topics. H.E.L.P. personnel is under the supervision of the Washington County Public Library, governed by a Board of Trustees, in coorporation with the Region II Literacy Coordinating Council of Virginia.

All other support personnel are volunteers. Included in that catagory are Laubach teacher trainers. At present there are three (3) certified teacher trainers and three (3) apprentice teacher trainers who are very near certification. Other support personnel are Laubach Supervisors and tutors, Literacy Volunteers of America (LVA) tutors, program materials evaluator, grant writers, publicity and newsletter writers. These volunteers have qualifications such as current elementary teacher with Master's Degree, retired teachers, computer programmers, specialists in fields of clerical work and the business field. Literacy advisory board members have a background which is in; education, library science, business, bookkeeping, ministry, engineering, sales, social work and English as a Second Other Language and the news business.

Cooperative Agencies Recruited to Volunteer Services:

Project H.E.L.P., since its formation, has been committed to quality service. In addition to Washington County Public Library, the following local agencies provide guidance and/or professional services and informal cooperative ventures.

Specific partnerships developed in creating and enhancing community support, generating resources and motivating citizen involvement include:

- The citizens at the Senior Center gave much support in the Project's early stages.

- Initially a cooperative effort was made with the Bristol, Virginia Boy's Club by providing an Apple computer and tutors for the learning center.

- A computer was also made available at the Virginia Highlands Community College's Saltville site for students and tutors, which was shared by low income nurse's training.

- The Washington County Skill Center's Adult Learning Lab utilizes H.E.L.P. tutors and materials to teach basic skills to approximately ten (10) people in the Virginia Department of Transportation Literacy Program.

- The NEFF Center also refers students to the Project.

- Others involved were; Appalachian Independence Center, Abingdon Jaycees, Bristol Adult Literacy Program, Mainstreet Books, Emory and Henry College, Washington County Public Schools, Washington County Extension Office, Washington County Vocational Center, District Agent - The Prudential Co., Highlands Community Counseling Service, Washington Co. Manpower Skill Center, Appalachian Peace and Education Coalition, Washington County Department of Social Services, Virginia Department of Vocational Rehabilitation, Virginia Highlands Community College and other interested general volunteers.

- Further services were donated by; Bristol Herald Courier - Bristol Virginia - Tennessean, Washington County News, Abingdon Virginian, Dungannon Development Corporation - Project READ, Wash. Co. Retired Teacher's

Association, PAIRS Literacy Program, Richlands, VA, Smyth-Bland Library Literacy, Virginia Literacy Foundation, Virginia ABE Resource Center, VA State Library, Wythe-Grayson Library Literacy (SCALE) and Westinghouse Corp.

- The Project is under the umbrella of the Region II Literacy Coordinating Committee. The main tutoring site is the Washington County Public Library with various other sites at; Abingdon Auto Sales, Bristol Boy's Club, Draughons Junior College, Emory and Henry College Library, Glade Spring Presbyterian Church, Johnston Memorial Hospital, Main Street Books, Marion Corrections Center, St. John's Lutheran Church, St. Mathew Lutheran Church, Konnarock, VA., VHCC, Saltville Branch and Yogurt Shoppe.

Budget

Proposed Budget		Actual Budget
Salary	$16,640.00	$16,640.00
FICA	1,190.00	1,190.00
Office Supplies	2,000.00	2,000.00
Library Supplies	2,000.00	2,000.00
Travel	800.00	800.00
Equipment	2,000.00	2,000.00
	$24,630.00	$24,630.00

H.E.L.P. Timetable

First Quarter

October:
(1) Volunteer Tutor Training Workshop #1 in Marion
(2) Teacher Trainer's meeting #1
(3) Report to State Library
(4) Attend IBM Presentation in Kingsport, Tennessee
(5) Attendance at Regional Coordinator's meeting in Radford

November:
(1) Training of local Teacher Trainers #2
(2) First Teacher Trainer certified
(3) Intensive campaign to identify students for continuing match with tutor
(4) Cooperative use of computer with VHCC Nurses
(5) Attendance at Coordinator's meeting at Bristol's Boy's Club
(6) Cooperative use of Washington County Skill's Center Learning Lab - Project Life - Student/Tutor materials
(7) Federal Grant Proposal for 88-89 submitted
(8) Fourth "Newsline" Newsletter

December:
(1) Tutor/Student Support meeting on third Thursday in month with Christmas Party
(2) Year-End Report submitted to Federal Government
(3) Meeting/Reception of Learning Lab Advisory Board

Second Quarter

January:
(1) Training of local Teacher Trainers #3
(2) Volunteer Tutor Training Workshop at Library #2
(3) Acceptance of United Way of Abingdon Gift of $500

Second Quarter Continued

January: (4) Attendance at all-day workshop in Richlands

(5) Presentation for Bristol Pilot Club

(6) Maintenance of previous quarters efforts

(7) Literacy Board Meeting - Buckey Boone

February: (1) Accountability - IBM - Enrollment and Number of Volunteer Students and Tutors

(2) Report to Library Board

March: (1) Fifth "Newsline" Newsletter

(2) Attendance at Regional Coordinator's Meeting at Lonesome Pine Library

April: (1) Volunteer Tutor Honor's Program and Award's Dinner celebrating Virginia Adult Literacy Month

(2) Volunteer Tutor Training Workshop #3 in Library

(3) State Library Representative visits H.E.L.P.

(4) Teacher Trainer Meeting #4

(5) Marion Correctional Center Reps. visit H.E.L.P.

(6) Attendance at VAACE Conference in Arlington, VA

Third Quarter

May: (1) Sixth "Newsline" Newsletter and survey of H.E.L.P. Suggestions

(2) Maintaining target level student-tutor ratio

(3) State Library Conference in Farmville

(4) Teacher Trainer Workshop #5

(5) Executive Committee Meeting - New Literacy Board

June: (1) Literacy Advisory Board Meeting

Third Quarter Continued

June: (2) Teacher Training Workshop #6

(3) Attendance at Regional Coordinator's Meetings on Literacy in Wytheville

(4) Cooperative Literacy Program/Workplace Virginia Department of Transportation Program begun at Learning Lab

(5) Grant Proposal to Virginia Literacy Foundation

Fourth Quarter

July: (1) Attendance at State Library Workshop at Mountain Empire Community College on writing grants, etc.

(2) Volunteer Training Workshop #4 in Marion (curriculum includes LVA)

(3) Attendance Applachain Literacy League in Johnson City, Tennessee

(4) Attendance at Virginia Adult Institute for (VAIL) Ferrum College, Ferrum, VA

August: (1) Literacy Advisory Board Meeting-Budget letter

(2) Seventh "Newsline" Newsletter

(3) State Library Meeting on Grants in Charlottesville

(4) Talk at Washington County Senior Center, Abingdon Green

(5) Application Work/Study

September: (1) Teacher Trainers Meeting #7

(2) Volunteer Tutor Training Workshop #5

(3) Attendance at State Library Workshop on "Workplace Literacy Programs" in Wytheville

(4) Two H.E.L.P. Teacher Trainers Certified

Fourth Quarter Continued

September: (5) Attendance at Conference on "Youth", Town Summit at VA. Highlands Community College

(6) Attendance at Board of Supervisors Meeting on Raising Emergency Funds for H.E.L.P. Coordinator

(7) State Library Report submitted

(8) Bristol - Herald Courier Volunteer Appreciation Luncheon

Other Activities Performed in Addressing Literacy Needs

Lectures Presented:

Rotary Club, Abingdon, VA. 1988
King College, Bristol, Tenn. 6/88
Draughons Business College, Bristol, TN. 8/88
WCYB TELEVISION, Bristol, TN. Jan. 1988
International Secretaries Meet. Sept. 1988
Emory & Henry College, Emory, VA. April 1989
VA. Adult Institute for Literacy Conferences July & August 1988
Ferrum College & George Mason University, Fairfax, VA.

Washington Co. Home Extension Services, Jan. 1988
Methodist Church Women's Group in Marion, VA May 11, 88
Bristol Pilot Club, Bristol, TN. Feb.89
WOPI 1490 Radio Program with Ann McCrakon 3/89
State Library Conference in Richmond, Sept. 1988, on Computer Software
Mt. Roger's Citizen's Planning Commission, in Marion, Jan. 88
Hosted Two Volunteer Award's Programs and Dinner April, 88 & 89
Consultant/Host to Marion Correctional Center's Visit to H.E.L.P. 4/89
Consultant/Host to People Inc.'s "Youth Tutoring Program", Oct. 89
"Golden Swingers" Senior Dance Group at Library, Aug. 89
Washington Co. Senior Center at Abingdon Green, Aug.89

Productions:

Produced five (5) videos of H.E.L.P. Workshops and student/tutor instruction
Produced Handbooks for teacher training for over twelve (12) workshops
Produced seven (7) newsletters disseminating news and accomplishments
Produced two (2) H.E.L.P. Scrapbooks, one photograph book, and numerous reports and publicity articles, posters, flyers and brochures

Host to:

Support Group Meetings for Students/Tutors
A Workshop on Computer Software
Two Southwestern Virginia Laubach Teacher Training Workshops

SECTION II

Fulfillment of Objectives;

Adjustments, Modifications, and Outcomes

National literacy studies have revealed that approximately fifty (50) percent of the adult population in our Ninth Congressional District, who are over the age of 25, do not have a high school diploma. Thus, to combat this mammoth problem, the first proposed objective was to continue the initial efforts of the Project. This had consisted of locating, recruiting and training one hundred (100) volunteer tutors in one of the Laubach Reading Workshops, to be subsequently matched with students wanting to read and write. The Project furnished free instructional and learning literature and provided follow-up through process of documented evaluation.

Objectives

The five objectives as stated in the approved application were:

1. In 1988-89, the Project would endeavor to maintain one hundred (100) active tutors and train seventy-five (75) new volunteers. During the two and one-half year period, H.E.L.P. trained more than one hundred sixty (160) volunteer tutors. Eighty-five percent (85%) of this number have been paired with students who have received instruction. Presently, eighty-five (85) Senior Tutors have been honored through tutoring forty (40) hours or more.

During fiscal year 1988-89, H.E.L.P. certified sixty (60) new volunteer tutors, somewhat fewer than the goal of seventy-five (75). However, at least fifteen (15) additional recruits failed to complete the workshops or dropped out for various reasons. H.E.L.P.

conducted five (5) reading workshops. Three (3) were completed at the Washington County Library, and two (2) were completed in the neighboring town of Marion, Virginia to assist in their literacy project. H.E.L.P. currently has forty-nine (49) students who are receiving instruction. With a normal drop-out rate of fifty (50) percent, H.E.L.P. maintained one-half of its objective to maintain one hundred (100) active tutors.

H.E.L.P. Reading Workshops have also included volunteers who return to their own individual communities to tutor and these individual results cannot be tabulated with Project H.E.L.P. results.

2. H.E.L.P. shall train eight (8) local tutor trainers.

The Highlands Educational Literacy Project is the regional lead agency with the self-designated task of producing certified tutor-trainers as needed to assist literacy projects in other areas. The first visiting teacher was a local volunteer Laubach trainer. H.E.L.P. started the training for seventeen (17) tutor trainers. Seven (7) apprentices were local. The remainder returned to their respective communities for further service. H.E.L.P. now has six (6) of its own tutor trainers. Four (4) have completed certification requirements and two (2) will become certified within the forthcoming quarter.

3. H.E.L.P. will serve as host agency to train volunteers from other communities wanting to develop a literacy program.

H.E.L.P. has initiated pilot programs to provide twenty-two (22) certified tutor-trainers for volunteer literacy projects in neighboring states and communities. H.E.L.P. has contributed indirectly in developing tutor-trainer programs in West Virginia,

Virginia and North Carolina. Tutor-trainers have been certified in the Virginia Counties of Washington, Scott, Russell, Wythe, Smyth, Tazewell, and in the Cities of Bristol, Tennessee and Bristol, Virginia.

The Project has had twelve (12) tutor training workshops (includes video) with ten (10) held in Washington County and two (2) in neighboring Marion. The workshops in Marion were instrumental in training over twenty-five (25) tutors to help their project get started. Also, out of these workshops one (1) was strictly for the preparation of English as a Second Other Language (ESOL) tutors. The Coordinator also conducts video training.

4. The Project shall develop an on-going advisory board to support the literacy project. In 1986, a group of people organized by the Lutheran Church, service groups and concerned citizens came together to develop a volunteer literacy program in Washington County, the Highlands Educational Literacy Project. The group worked for about a year, obtained funding and turned the program over to the library for management. For various reasons and feeling that their job was done - the Highlands Literacy Coalition stopped meeting after the program began. For the second, Phase 2, of the program management was mostly accomplished by the coordinator and the library. During Phase 3, an Advisory Board for H.E.L.P. was established.

The advisory board assists in obtaining local resources; including volunteers, curriculum material and actual monetary donations. It gives the coordinator, Library Director and Library Board advice on operation. The advisory board has both tutor and student members. It assists in grant applications, assesses conditions and needs, adopts goals and objectives and proposes guidelines of operation through a set of bylaws and takes actions directed by the Library Board.

5. The Project shall maintain a newsletter. The Project has produced four (4) newsletters disseminating news and accomplishments for 1988-89 fiscal year.

H.E.L.P. FUND RAISER

SPECIAL EDITION

See Page 2

THE H.E.L.P. LINE NEWSLETTER
ABINGDON, VA. NOV. 1989 VOL. 2 #4

ANNOUNCING

HIGHLANDS EDUCATIONAL LITERACY PROJECT

Awarded 1989 Literacy Achievement Award

Project H.E.L.P. has been awarded the 1989 Literacy Achievement Award from the Southwest Virginia Council of the International Reading Association. The certificate of award was presented to Anne Tipton, H.E.L.P. Coordinator at the fall meeting of the Southwest Council at Abingdon High School, November 4.

...THE GOOD NEWS

+ +

THE GOOD NEWS... A HEART FULL OF THANKS GO TO ALAN KORNBLAU, LIBRARY DIRECTOR AND ELIZABETH MCKEE, WASHINGTON CO. LIBRARY BOARD PRESIDENT WHO INITIATED THE WASHINGTON COUNTY BOARD OF SUPERVISORS TO VOTE ON SEPT. 14, TO KEEP THE PROJECT IN OPERATION FOR ANOTHER FIVE MONTHS...UNTIL WE FIND OTHER SOURCES OF FUNDING.

???

THE BAD NEWS...FEDERAL FUNDING WAS NOT AWARDED TO THE H.E.L.P. PROGRAM FOR A THIRD YEAR.
& MORE BAD NEWS...

A SECOND PROPOSAL TO THE VIRGINIA LITERACY FOUNDATION FOR FUNDING WAS DENIED. REASON: "NO EVIDENCE OF LOCAL FUNDRAISING."

CONGRATULATIONS

and

COME ON MOUNTAIN EMPIRE! LET'S GIVE THEM EVIDENCE! FUNDRAISING HAS BEGUN.

Thank You

Evaluation Plan:

The evaluation of the project was summarized in several ways. Tutors reported quarterly on the progress of their students and how many hours were voluntarily served. Check-ups were given and reports written for H.E.L.P. records. Diagnostic testing of student performance was available in the computer software used. Two annual reports were submitted, one to the State Library Association and one to the previous grantor. Adult Basic Education kept track of H.E.L.P.'s Learning Lab students. Documented graphs depicting reported statistics were created for the year.

Evaluation was divided into several categories. Each tutor training session had an evaluation by the participants. Each student received a placement inventory evaluation and check-up at the end of each skill book before going to the next skill book. Periodically the Board of Trustees of the Library reviewed program data, made policy changes and offered recommendations to the project. A student and tutor advisory council was organized during the grant period which augmented the evaluation process.

Approximately fifty (50) survey questionaires were sent to H.E.L.P. volunteers asking for suggested input on new areas, services, products or changes in the program. Ten were returned with the primary interest as follows: more training for computer software; workplace literacy; English as a Second Other Language and student attainment of personal goals.

Current statistics compiled for the 1988-89 year are depicted in the graphs shown on the next page. There is a good deal of evidence that the Project's accountability has improved greatly because of the IBM/Litmus computer management system and the combined efforts of H.E.L.P. with

Adult Basic Education Programs.

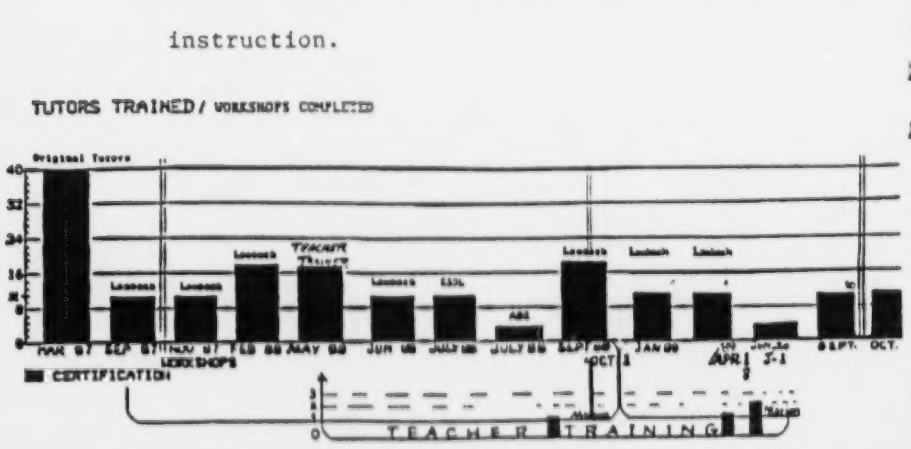
Laubach - Litmus adapted to H.E.L.P. Management System of Tutors and Students recorded Instructor Hours to be as follows: the approximate number of volunteer hours rose from an October 1988 count of ten thousand (10,000) to eleven thousand (11,000) in March of 1989, (a rise of 1,000 in 5 months) to over twelve thousand in September 1989.

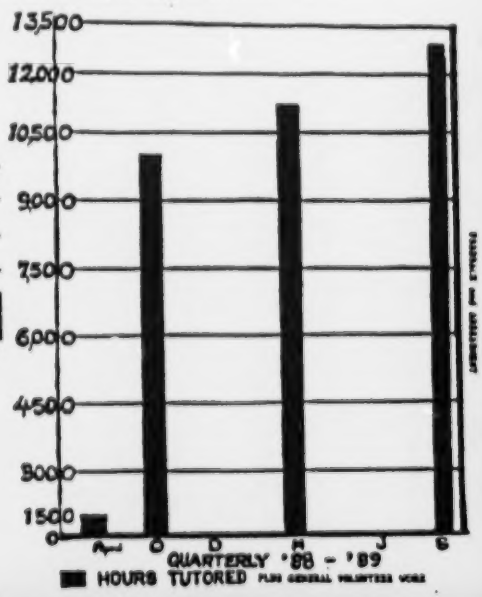
Student Achievement

The coordinator, unaided, is unable to do an effective ongoing study and statistic developmant analysis of student progress from one level to another. Further, job pressures do not permit preparation of student data in various stages of development.

The objective of helping seventy-five (75) additional adults to attain a higher reading level while trying to maintain the previous year's efforts seems to be a logical deduction.

The Project's average rate of students being tutored at any given time has proven to be at a constant of between fory-eight (48) to fifty-six students. It has been found that teaching these students the basics in reading, one (1) grade level, can be achieved per three (3) months of instruction.





Analysis of Problem Areas

The first and second year efforts reflect a sound, effective plan to pilot an on-going literacy project. Success in pairing students and tutors has diminished somewhat due to monumental administrative duties borne solely by the Coordinator. A work-study student was hired from Virginia Highlands Community College. This proved to be unsuccessful because the student dropped out of the program for personal reasons. Thus, the Project encountered another semester without adequate help.

Qualified data entry volunteers are needed to update much needed computer data. Many additional hours must be spent during off-time hours to meet the administrative demands.

However, in the early part of this fiscal year, the Project was fortunate to have a professional programmer volunteer sufficient time to set up a good management system, the Laubach "Litmus" Tutor/Student Management System.

The working environment has been improved tremendously. A separate portable office and phone was made available to H.E.L.P. to provide privacy needed to meet the demands of the job. The new Library Director is very literacy-oriented and supportive of the Project's efforts. Also, the Library Board and the Literacy Advisory Board provides much needed support.

The regular monthly student/tutor support group meetings diminished to more individual outings. Many just did not wish to socialize.

Grant proposals were not approved by the federal government for the 1989-90 year. Also, a grant request to the Virginia Literacy Foundation was rejected due to "No evidence of local fundraising." Efforts to initiate local fundraising are currently underway.

Recomendations

1. Library and office needs; a paid administrative assistant (student intern) is needed to reduce the workload of paperwork, to have a more properly managed office producing more accurate data. This would free the coordinator to return to the field to recruit tutors and locate students, and to increase public awareness through media advertising, speaking engagements, fundraising and grant writing.

2. The environment for Project H.E.L.P. was up-graded from 1987 - 88 to provide a professional atmosphere where students could receive semi-private interviews comfortably. However, the need for more private study places still exists, such as electronic study corners.

3. Local needs; national awareness of the need to stamp out illiteracy is being shared with more zeal on local levels. Evidence is clear because of the recent fundraiser interest, but there is still a need for much more participation.

4. Virginia State Needs: It is the author's opinion that the state ABE Programs, Adult Literacy and Virginia Literacy Foundation be more lenient in sharing funds with the library programs and that library proggrams remain free to offer limited GED preparation when the need arrises.

Further, these agencies should;

a. Establish better lines of communication across the board,

b. Instruct regional and state representatives to be more diplomatic in handling volunteer literacy provider's services.

As a pilot agency to assist literacy projects in the region, H.E.L.P. is unable to focus much needed efforts to its basic goal of increasing student and tutor recruiting and raising more funds. The monumental administrative duties continue to dominate a huge portion of the coordinator's time. It is most evident that a grant writer is needed to effectively continue to meet the demands of Project H.E.L.P.

SECTION III

SUMMARY

Phase III

The Highlands Educational Literacy Project (H.E.L.P.) was initiated as a cooperative effort of community service agencies, church and civic groups, and interested individuals, to improve the education of functionally illiterate adults in the Ninth Congressional District of Southwest Virginia. Under the supervision of the Washington County Public Library and the Project Coordinator, Phase III of Project H.E.L.P. has made continuous progress training and matching volunteer reading tutors in the service area. To date the projected number, one-hundred- and seventy-five (175) tutors, have been certified in the Laubach instruction method. Fifty-six (56) students are currently receiving instruction.

The Project's objectives included using the reading methods of Dr. Frank Laubach as a basal program with Literacy Volunteers of America methods and supplementary computer related instruction to make operative community volunteer resources to use these materials. Free reading instruction was used with tutors and students at all training and tutoring sites. Three computer learning centers existed in the strategic areas; the home based library, the Bristol Boy's Club and the Saltville Branch of Virginia Highlands Community College.

An exemplary partnership existed with the Washington County Skill Center's Adult Learning Lab. Ten tutors met regularly at the center to teach basic skills to the Department of Transportation students who are enrolled in the program.

It is characteristic of a community wide project, not restricted by age, race, economic need or other barrier.

The Washington County Public Library is a full service library, which served as the central registry for the volunteer tutors and prospective students. The library in conjunction with other community-based tutoring sites, offers accessibility of reading materials and resource materials for adult students of the county and parts of the surrounding counties.

H.E.L.P. not only trains tutors, but is the regional lead agency with the self-designated task of producing certified tutor-trainers as needed to assist literacy projects in other areas. The Project also served as host agency to train volunteers from other communities wanting to develop a literacy program.

During Phase 3, an Advisory Board was established to: assist in obtaining local resources; including volunteers, curriculum material and monetary donations. The board had both tutor and student members who assisted in grant applications, assessed conditions and needs, adopted goals and objectives and proposed guidelines of operation through a set of bylaws and took actions directed by the Library Board.